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ABSTRACT

This document reports on a range of issues, tasks, and accomplishments of the Committee on Higher Education of the 72nd Texas Legislature of the State of Texas. The report opens by listing charges to the committee in the following areas: (1) tuition and fees and causes and effects of recent increases; (2) need for student financial aid; (3) role, mission, and benefits of Texas State Technical College (TSTC); and (4) enrollment in professional schools in terms of supply and demand. Seven subcommittees (on Enacted Legislation and Texas Performance Review Recommendations, Budget and Oversight, Tuition and Fees, Student Financial Aid, TSTC, Formula Funding and Deferred Maintenance, and Professional Schools) were appointed to study the charges. The bulk of the document takes up the findings and recommendations of each of these subcommittees in turn. In regard to enacted legislation and performance review, it is noted that no hearings were held during the period of the 72nd legislature. The Budget and Oversight subcommittee monitored the actions of the Legislative Budget Office and other trends and indicators. Hearings on tuition and fee increases at institutions in the state system of higher education were held and the subcommittee in that area recommended maintaining the status quo in regard to the current level of tuition and fees using the established schedule which will reach a maximum tuition rate of $32 per semester credit hour in the fall of 1996. Hearings on student financial aid needs resulted in recommendations for additional funding for existing programs and access to financial assistance given to Texas citizens currently unable to qualify for assistance or to afford the rising cost of higher education. (Data on current Texas higher education financial aid programs are appended to this section). The subcommittee on the role of the Texas State Technical College recommended focusing on the statutory roles and missions of TSTC and community colleges and limiting duplication and competition that is damaging to both these resources. The subcommittee on formula funding and deferred maintenance issues recommended maintaining current policies and structure in these areas subject to further study. Finally, recommendations regarding professional school enrollment issues were that the legislature should direct the appropriate agency: (1) to study shortages of primary care and family practice physicians in Texas; and (2) to study shortages of nurses, in order to determine the need for changes in the number of enrollments in these fields. (JB)

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Committee On
HIGHER EDUCATION

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INTERIM REPORT TO THE 73RD TEXAS LEGISLATURE AUSTIN, TEXAS

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COMMITTEE ON HIGHER EDUCATION
TEXAS HOUSE OF REPRESENTATIVES
INTERIM REPORT 1992

A REPORT TO THE
HOUSE OF REPRESENTATIVES
73RD LEGISLATURE

GARY L. WATKINS
CHAIRMAN

COMMITTEE CLERK
NELSON NEASE

COMMITTEE ON HIGHER EDUCATION

TEXAS HOUSE OF REPRESENTATIVES
72ND LEGISLATURE

September 14, 1992

The Honorable Gibson D. (Gib) Lewis
Speaker, Texas House of Representatives
Members of the Texas House of Representatives
Texas State Capitol
Austin, Texas 78768-2910

Dear Mr. Speaker and Fellow Members:

The Committee on Higher Education of the Seventy-Second Legislature hereby submits its interim report including recommendations and drafted legislation by the Seventy-Third Legislature.

Respectfully submitted,

Gary L. Watkins,
Chairman

Fred Hill, Vice-Chairman

Bob Hunter, Chairman, Budget & Oversight

Wilhelmina Delco

Dan Kubiak

Paul Moreno

Irma Rangel

Bill Thomas

D.R. (Tom) Uher

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TABLE OF CONTENTS

INTRODUCTION 2

INTERIM STUDY CHARGES AND SUBCOMMITTEE ASSIGNMENTS 3

ENACTED LEGISLATION AND TEXAS PERFORMANCE REVIEW RECOMMENDATIONS 6

BUDGET AND OVERSIGHT 8

TUITION AND FEES AT INSTITUTIONS OF HIGHER EDUCATION AND THE CAUSES AND EFFECTS OF THEIR INCREASE IN RECENT YEARS 10

THE NEED FOR STUDENT FINANCIAL AID IN THE FORMS OF GRANTS AND LOANS 12
- BACKGROUND 13
- RECOMMENDATION #1 13
- BACKGROUND 13
- RECOMMENDATION #2 14

CURRENT TEXAS HIGHER EDUCATION FINANCIAL AID PROGRAMS 15

THE ROLE, MISSION, SCOPE AND BENEFITS OF TEXAS STATE TECHNICAL COLLEGE AND ITS ROLE OF MEETING THE EDUCATIONAL NEEDS OF THE AREA IT SERVES, FUTURE FUNDING, AND CONFLICTS WITH JUNIOR COLLEGES 21

FORMULA FUNDING AND DEFERRED MAINTENANCE ISSUES AT INSTITUTIONS OF HIGHER EDUCATION 25

PROFESSIONAL SCHOOL ENROLLMENT AS IT RELATES TO THE DEMAND FOR ALL APPROPRIATE PROFESSIONS 27
- BACKGROUND 28
- RECOMMENDATION #1 28
- BACKGROUND 28
- RECOMMENDATION #2 29
- BACKGROUND 29
- RECOMMENDATION #3 30

COMMITTEE ON HIGHER EDUCATION
INTERIM REPORTS 1992

INTRODUCTION

At the beginning of the 72nd Legislature, the Honorable Gib Lewis, Speaker of the Texas House of Representatives, appointed nine members to the House Committee on Higher Education. The committee membership included the following:

Gary L. Watkins, Chair
Fred Hill, Vice-Chair
Bob Hunter, Chair, Budget and Oversight
Wilhelmina Delco
Dan Kubiak
Paul Moreno
Irma Rangel
Bill Thomas
Tom Uher

During the interim, the Committee was assigned five charges by the Speaker: 1) study the level of tuition and fees at institutions of higher education across the state and the causes and effects of the increase in recent years; 2) study the increasing need for student financial aid in the forms of grants and loans; 3) identify the role, mission, and benefits of Texas State Technical College (TSTC) including its role of meeting the educational needs of the area it serves, future funding, and conflicts with junior colleges; and 4) study the enrollment at professional schools to determine supply, as it relates to the demand for all appropriate professions. In order to undertake the charges efficiently and effectively, Chairman Watkins appointed subcommittees to study the charges.

The subcommittees have completed their hearings and investigations and have issued their respective reports. The Higher Education Committee has adopted and approved all subcommittee reports, which are incorporated as the following final report for the entire committee. The members approved all sections of the reports.

Finally, the committee wishes to express its appreciation to the Texas Higher Education Coordinating Board and its staff, all the various institutions of higher education- their officials and representatives, and the citizens and students who testified at the hearings for their time and efforts on behalf of the committee.

COMMITTEE ON HIGHER EDUCATION
INTERIM STUDY CHARGES
AND
SUBCOMMITTEE ASSIGNMENTS

SUBCOMMITTEE ON ENACTED LEGISLATION AND TPR RECOMMENDATIONS

CHARGE **To monitor and oversee enacted legislation during the 72nd Legislature that was considered by the Committee on Higher Education; Texas Performance Review recommendations; and any agency-initiated changes.**

Tom Uher, Chair
Gary Watkins
Wilhelmina Delco
Fred Hill
Bob Hunter
Dan Kubiak
Paul Moreno
Irma Rangel
Bill Thomas

SUBCOMMITTEE ON BUDGET AND OVERSIGHT

CHARGE **To carry out budget and oversight responsibilities for all agencies, boards and commissions listed in the House Rules, Rule 3, Section 15. To verify the number and status of outcomes and outputs as identified in the Appropriations Bill and review existing performance standards of agencies under its jurisdiction.**

Bob Hunter, Chair
Gary Watkins
Wilhelmina Delco
Fred Hill
Bill Thomas

SUBCOMMITTEE ON TUITION AND FEES

CHARGE To study the level of tuition and fees at institutions of higher education across the state and the causes and effects of the increase in recent years.

Paul Moreno, Chair
Bob Hunter
Irma Rangel

SUBCOMMITTEE ON STUDENT FINANCIAL AID

CHARGE To study the increasing need for student financial aid in the forms of grants and loans.

Bill Thomas, Chair
Irma Rangel
Paul Moreno

SUBCOMMITTEE ON TEXAS STATE TECHNICAL COLLEGE

CHARGE To identify the role, mission, and benefits of Texas State Technical College including its role of meeting the educational needs of the area it serves, future funding, and conflicts with junior colleges.

Wilhelmina Delco, Chair
Dan Kubiak
Tom Uher

SUBCOMMITTEE ON FORMULA FUNDING AND DEFERRED MAINTENANCE

CHARGE **To monitor and coordinate with the Joint Select Committee on Higher Education as it relates to formula funding and deferred maintenance at institutions of higher education.**

Dan Kubiak, Chair
Wilhelmina Delco
Tom Uher

SUBCOMMITTEE ON PROFESSIONAL SCHOOLS

CHARGE **To study the enrollment at professional schools to determine supply, as it relates to the demand for all appropriate professions.**

Irma Rangel, Chair
Paul Moreno
Bill Thomas

ENACTED LEGISLATION AND TEXAS PERFORMANCE REVIEW RECOMMENDATIONS

The Higher Education Interim Subcommittee on Enacted Legislation and Texas Performance Review Recommendations held no hearings during the interim and chose instead to monitor and to meet only if individual circumstances deemed it necessary.

BUDGET AND OVERSIGHT

The Higher Education Interim Subcommittee on Budget and Oversight held no hearings but monitored the actions of the Legislative Budget Office, the budgetary trends throughout the interim, the progress of the performance measures, indicators, and procedures instituted by House Bill 1, 72nd Legislature, First Called Session, and the testimony taken as well as the issues raised through hearings held by the Joint Select Committee on Higher Education.

TUITION AND FEES AT INSTITUTIONS OF HIGHER EDUCATION AND THE CAUSES AND EFFECTS OF THEIR INCREASE IN RECENT YEARS

The Higher Education Interim Subcommittee on Tuition and Fees held a public hearing on February 7, 1992 and another meeting on September 11, 1992 to review and approve any recommendations of the Subcommittee. Agency and public testimony was taken at the February 7th meeting with background information provided by the Legislative Budget Office and the Texas Higher Education Coordinating Board as well as university and college students who testified on behalf of themselves and several student organizations.

The Subcommittee maintained that the past, current, and potential future fiscal crises, the pending lawsuit involving the State of Texas and the border institutions created an environment which was not conducive to the forwarding of any major recommendations or drastic policy changes. Conversely, this situation showed a need for further studies regarding the levels of tuition and fees in the state and along the Texas-Mexico border. Another consideration which was taken into account was a historical perspective on the effects of sudden and sharp tuition increases on enrollment in institutions of higher educaiton. In the years following the tripling of tuition rates- from $4 to $12- in the fall of 1985, enrollment fell by more than 11,000 students in the state's public universities and in the state's public community colleges, respectively. The possibility of restricted access to higher education in Texas was something that the members all wanted to avoid and to deter.

RECOMMENDATION

To maintain the status quo in regard to the current level of tuition and fees in the state and the established increase schedule which is already in place and reaches a maximum tuition rate of $32 per semester credit hour at public senior colleges and universities in the fall of 1996.

THE NEED FOR STUDENT FINANCIAL AID IN THE FORMS OF GRANTS AND LOANS

The Higher Education Interim Subcommittee on Student Financial Aid met in public hearings on January 7th and February 7th of 1992. At these meetings, testimony was taken and background information was received by the Subcommittee from its members, officials at the Higher Education Coordinating Board and the Association of Texas Lenders for Education as well as from members of the public. These witnesses lent their knowledge and varied personal experiences with the tasks of providing, obtaining and promoting financial aid services in Texas.

BACKGROUND

The need for financial aid is readily apparent to students contemplating higher education, and to their parents. In December 1991, the Texas Higher Education Coordinating Board estimated "the average cost of attending public, state-supported schools for nine months is $7,956... the comparable average for attending a private, independent school is $12,066."

The tuition increase authorized by the 72nd Legislature, as well as attendant fee increases over the next few years indicate that the need for financial assistance will grow even greater in the near term. This is a particularly valid assumption in the face of economic conditions in Texas varying from recessionary, to stable, to slowly recovering.

In 1990-91 a variety of state programs (Appendix 1) provided financial assistance in the form of loans, grants, scholarships, stipends, incentives, or exemptions. These programs heavily emphasized demonstrated family financial need, ethnicity, or professional medical orientation as qualification criteria.

The level of funding of these programs is neither equal to the current need nor the demand. Average per student grants only rarely exceed 10% of annual cost.

RECOMMENDATION #1

Additional funding for existing programs be sought through investigation of economies which might be realized through the standardization of audit format and current program administration management procedures.

BACKGROUND

In the past several years, the cost of college tuition has increased an average of 70% at public colleges and 90% at private colleges. During that same period, personal income

was up only a fraction of that. The returns on most secured investments have also failed to keep up with the percentage increase of tuition. Thus, these escalating costs have made it difficult for families to save the necessary funds to send their children to college. College savings bonds programs provide a mechanism whereby families can save for their children's tuition. These bonds can be purchased in small denominations, which make them attractive investments for many families. Recently, a number of states, including Illinois, Washington and Connecticut have established similar programs.

If established, the UBET program would allow citizens to begin saving money for the future education of any young person in a Texas institution of higher education. Rules for the establishment of such a program would be adopted and the program administered by the Office of the State Treasurer. The treasurer would thereby be allowed to accept gifts or grants from public or private sources and make small denomination bonds available for sale either at the office of the county tax assessor-collector or through payroll deduction; bonds would be issued under the name of any individual 18 years of age or under. Bonds will earn compounded interest at a annual rate to be determined by the treasurer and will not constitute indebtedness of the state.

An individual enrolling in an institution of higher educaiton will be credited at a rate equal to 110% of the bond value at a public institution and 105% at a private institution which is to be used against tuition and fee charges at that institution.

The bonds would be subject to the examination of the attorney general and then the approval and registration of the bonds by the comptroller of public accounts which may be replaced by the treasurer if it is lost, mutilated or destroyed.

Money in the fund shall be invested by the treasurer and could not be taxed by the state or any of its political subdivisions and to the extent possible, would be issued in a manner so as to be exempt from federal income tax.

RECOMMENDATION #2

Financial assistance be accessible to a group of Texas citizens currently unable to qualify for assistance or to afford the rising costs of higher education. Implementation of the UBET program would provide such assistance.

APPENDIX 1

CURRENT TEXAS HIGHER EDUCATION FINANCIAL AID PROGRAMS

**Data extracted from "Summary of Student Financial Aid,"
Texas Higher Education Coordinating Board**

GRANTS

TEXAS PUBLIC EDUCATIONAL GRANT
- Attending public college
- Based on financial need
- Average award 1990-91: $674

TUITION EQUALIZATION GRANT
- Attending independent college
- Not for theology majors or on athletic scholarships
- Average award 1990-91: $1,271

TEXAS STUDENT INCENTIVE GRANT
- Attending public college
- Based on financial need
- State matches federal grant
- Average award 1990-91: $610

TEXAS EDUCATIONAL OPPORTUNITY GRANT
- Attending public or nonprofit independent college
- Priority to minorities
- Based on high financial need
- Not for seminary or on athletic scholarship
- New program for 1991-92

TEXAS TUITION ASSISTANCE GRANT
- Attending public or nonprofit independent college
- High school GPA of 80 or higher, or college GPA of 2.5
- No felony or moral turpitude conviction
- New program for 1991-92

TAX REIMBURSEMENT GRANT PROGRAM
- Attending public institution
- Based on financial need
- Average award 1990-91: $1,128

TEXAS PUBLIC EDUCATIONAL GRANT REFUND GRANT PROGRAM
- Attending public institution
- Based on financial need
- Average award 1990-91: $1,765

BAYLOR COLLEGE OF MEDICINE

Appropriation allowing students to pay no more tuition than at a state-supported medical school

Appropriation 1990-91: $31,809,414

BAYLOR COLLEGE OF DENTISTRY

Appropriation allowing students to pay no more tuition than at a state-supported dental school

Appropriation 1990-91: $13,407,596

SCHOLARSHIPS

STATE SCHOLARSHIP PROGRAM FOR ETHNIC RECRUITMENT

Attending public college

Minimum of 800 SAT or 18 ACT

Member of ethnic group less than 40% of enrollment

Average award 1990-91: $824

STATE SCHOLARSHIP PROGRAM FOR ETHNIC MINORITIES IN PROFESSIONAL OR VOCATIONAL NURSING

Enrolled in an LVN or professional nursing program

Member of ethnic minority group

Average award 1990-91: $1,763*

RECRUITMENT AND SCHOLARSHIPS FOR NON-BLACK STUDENTS

Available only at Texas Southern University and Prairie View A&M

Appropriated 1990-91: $391,101

SCHOLARSHIP PROGRAMS FOR RURAL PROFESSIONAL OR VOCATIONAL NURSING STUDENTS

Attending public or independent nonprofit institution located in a non-metropolitan county

Enrolled in an LVN or professional nursing program

Student from a rural county

Average award 1990-91: $1,763*

SCHOLARSHIP PROGRAM RURAL BSN OR GRADUATE NURSING STUDENTS

Enrolled in program for professional nursing degree

Student from a rural county

Average award 1990-91: $1,763*

SCHOLARSHIP PROGRAM LVN BECOMING PROFESSIONAL NURSE
Attending public or independent nonprofit institution
Previously licensed as LVN
Average award 1990-91: $1,763*

* Average includes all nursing scholarship programs

NURSING STUDENT STIPEND
Awarded only at Prairie View A&M University
Appropriation 1990-91: $212,545

LINE ITEM APPROPRIATION SCHOLARSHIPS
Awarded by institution from appropriated/other funds
Average award 1990-91: $691

STUDENT DEPOSIT SCHOLARSHIPS
Awarded by institution from property deposit funds
Average award 1990-91: $381

LOANS

HINSON-HAZLEWOOD COLLEGE STUDENT LOAN PROGRAM
Attending public or independent nonprofit institution or certain proprietary school

STAFFORD LOANS
Based on financial need
Guarantee fee of 1-3%
Origination fee of 5%
Simple interest of 7%
Max repay period of 10 years

SUPPLEMENTAL LOANS FOR STUDENTS
Student financially independent or parents denied *plus* loan
Guarantee fee of 3%
Simple interest of 9%
Max repay period of 10 years

HEALTH EDUCAITON ASSISTANCE LOANS

- Based on financial need
- Student in pharmacy, public health, medicine, dentistry, optometry, osteopathy or veterinary medicine
- Insurance fee of 8%
- Interest semiannually compounded at 8%
- Max repay period of 25 years

COLLEGE ACCESS LOANS

- Amount cannot exceed $2500
- Simple interest of 10%
- Max repay period of 10 years

Average award 1990-91: $3,434 for all Hinson-Hazlewood

LOAN FORGIVENESS PROGRAM

PHYSICIAN EDUCATION LOAN REPAYMENT PROGRAM

- Physician in allopathic and osteopathic medicine
- Maximum of $9,000 per years for 5 years
- Must have completed one year of medical practice
- Service in medically underserved location or agency
- Average award 1990-91: $8,152

WORK-STUDY PROGRAMS

GENERAL REVENUE APPROPRIATION FOR WORK-STUDY

- Based on financial need
- Average award 1990-91: $207

TEXAS COLLEGE WORK-STUDY PROGRAM

- Attending public or independent college
- Not on athletic scholarship
- Based on financial need
- Average award 1990-91: $672

EXEMPTIONS AND WAIVERS

STATE TUITION EXEMPTIONS

Veterans and dependents of deceased veterans eligible
Highest ranking high school graduate
American hemisphere students
Blind and/or deaf students
Children of disabled firemen, peace officers, POW, MIA
Firefighters enrolled in Fire Science courses
Average value of exempted payments: $281

WAIVER OF NONRESIDENT TUITION

Student in public institution may pay resident tuition
Nonresident military personnel stationed in Texas
Average value of waived tuition 1990-91: $1,470

THE ROLE, MISSION, SCOPE AND BENEFITS OF TEXAS STATE TECHNICAL COLLEGE AND ITS ROLE OF MEETING THE EDUCATIONAL NEEDS OF THE AREA IT SERVES, FUTURE FUNDING, AND CONFLICTS WITH JUNIOR COLLEGES

Texas State Technical College (TSTC) was established to fulfill a need for specific technical training in Texas. The first campus was established in Waco in 1965, with three campuses following in Harlingen in 1967 and in Amarillo and Sweetwater in 1970. There has also been the addition of extension centers in McAllen, Brownwood, Abilene and Breckenridge.

The Texas State Technical College Systems role and mission is defined in Chapter 135 of the Texas Education Code. There are several key points within this definition which are of importance in the current arguments regarding TSTC:

* TSTC is a two-year institution of higher education offering courses of study in technical-vocational education for which there is demand within the State of Texas...

* ...emphasizing highly specialized advanced and emerging technical and vocational areas for certificates or associate degrees.

* In developing and offering highly specialized technical programs with related supportive coursework, primary consideration shall be placed on industrial and technological manpower needs of the state...

* The emphasis of each TSTC campus shall be on advanced or emerging technical programs not commonly offered by public community colleges.

Two key points within the definition of extension centers are:

* ...a site, operating under the administration of a campus, that has an extension program...[which] includes credit and noncredit instruction in technical-vocational education...

* Texas State Technical College System is authorized to provide extension programs of training...as temporary programs to address current unemployment problems.

Another pertinent definition in regard to the current problems facing TSTC is the role and mission of Public Junior Colleges as defined in Chapter 130 of the Texas Education Code.

* Texas public junior colleges shall be two-year institutions primarily serving their local taxing districts and service areas in Texas and offering vocational, technical, and academic courses for certification or associate degrees. Continuing education, remedial and compensatory education

consistent with open-admission policies, and programs of counseling and guidance shall be provided. Each institution shall insist on excellence in all academic areas-instruction, research, and public service. Faculty research, using the facilities provided for and consistent with the primary function of each institution, is encouraged. Funding for research should be from private sources, competitively acquired sources, local taxes, and other local revenue.

In 1992, a legislative mandate was issued which stated that the Texas Higher Education Coordination Board shall review the operations of and continued need for each of the main campuses and extension centers of TSTC. The Texas Higher Education Coordinating Board had two separate studies done in order to fulfill this mandate. Several core questions and issues were used in these studies.

First, in regard to the role and mission of TSTC: Where there is no community college or when a community college's resources are limited, and the proposed technical programs are commonly offered by community colleges. What criteria should the Coordinating Board use to determine whether TSTC should offer such programs?

Second, in regard to partnerships: How can the Coordinating Board promote cooperative arrangements and formal instructional partnerships between community colleges and TSTC to enhance the quality of technical education and training in Texas?

Third, in regard to the extension centers: A) To what extent should regional needs influence decisions about changing the role and mission and/or educational programs of a TSTC extension center? B) To the extent that extension centers serve primarily local vocational training needs, should the principal form of funding be local, in the form of sales taxes and/or other local matching funds, or state?

Fourth, in regard to funding of TSTC: A) How should the technical education funding formulas be modified to provide adequate funding for advanced technology and emerging occupational programs? B) How can the state provide funding incentives to both partners in a cooperative arrangement to promote instructional partnerships?

The Coordinating Board feels that Texas is left with three possible choices for how to provide for the delivery of technical programs within the state:

(1) Make the present system work by focusing on the statutory roles and missions of TSTC and the community colleges and by limiting duplication and competition that is damaging to both of these educational resources created by the Legislature;

(2) Create a statewide community college system, thereby bringing all areas of Texas into some kind of taxing system for community colleges; or

(3) Merge all of community colleges into the TSTC system, thereby creating a statewide, fully state-supported community college system.

These options are preliminary and only a few among many possible choices for the state. During the regular quarterly meeting of the Coordinating Board in October, final recommendations will be presented to the board with a decision forthcoming. The Higher Education Interim Subcommittee on TSTC chaired by Representative Wilhelmina Delco met on February 3rd and July 17th of 1992, received public testimony and studied issues surrounding TSTC and its possible role(s) in the future.

The Committee discussed this issue at its final meeting and, based on the information and three options stated above, chose to make a recommendation regarding the current and future role and mission of TSTC within its current position in the Texas higher educaiton system.

RECOMMENDATION

Make the present system work by focusing on the statutory roles and missions of TSTC and the community colleges and by limiting duplication and competition that is damaging to both of these educational resources created by the Legislature and also that any substantial fiscal implications potentially caused by changes in current status and/or structure be duly taken into consideration.

FORMULA FUNDING AND DEFERRED MAINTENANCE ISSUES AT INSTITUTIONS OF HIGHER EDUCATION

The Higher Education Interim Subcommittee on Formula Funding and Deferred Maintenance held a public hearing on June 24, 1992 and received testimony from the Texas Higher Education Coordinating Board and from William Schwartz, the President of Blinn College in Brenham; the complexity of these issues and the scope at which they must be addressed was apparent. Above all, the members of the Subcommittee wanted to be clear on their insistence that the formulae used be constructed so that quality could be ensured. They also showed concern over the apparent two-year lag in funding which resulted from formulae being funding for the upcoming biennium while based on data from the previous biennium. Their conclusion was that this issue needed further study and deliberation.

RECOMMENDATION

To maintain the current policies and structure in formula funding and deferred maintenance subject to further study and action expected to be taken by the Texas Higher Education Coordinating Board at its next quarterly meeting in October.

PROFESSIONAL SCHOOL ENROLLMENT AS IT RELATES TO THE DEMAND FOR ALL APPROPRIATE PROFESSIONS

The Higher Educaiton Interim Subcommittee on Professional Schools met on March 27, 1992 and took public testimony from several individuals in the Texas higher education community. At that meeting, issues such as the projected shortage in future health care and social work professionals were discussed as well as the potential effects caused by such a projection.

BACKGROUND

Dr. Charles Mullins, Executive Vice-Chancellor for Health Affairs and Professor of Internal Medicine at U.T. Medical Center-Dallas presented testimony that largely summoned our attention to the need for more primary care and family practice physicians in the state of Texas.

A study conducted by the Center for Health Policy Studies at the School of Public Health, The University of Texas Health Science Center at Houston, forecasts physician supply in the state to the year 2000. The forecasting model projects future physician population as a component of the general migrant population stream into Texas. Major elements in the physician supply model include numbers of new Texas medical school graduates, physician migration into Texas, and losses from the physician workforce through retirements, deaths and outmigration. Projections include the assumption that the physician migration rates experienced in Texas in the early 1980s will continue through the forecast period. From the calculations, it appears that by the year 2000, a 20% reduction in the number of graduates would decrease the number of physicians per 100,000 from about 180 to about 175.

RECOMMENDATION #1

The Committee recommends that the Legislature direct the Higher Education Coordinating Board to study the shortages of primary care and family practice physicians in the state of Texas to determine if the changes in the number of Texas medical school graduates will in fact impact future physician supply in the state.

BACKGROUND

Dr. Mullins report also included information on nurse supply projections.

The number of registered nurses employed in nursing should increase between 1990 and 2000 from 78,690 to approximately 90,100. The ratio of registered nurses to population, however, will decline from 396 nurses per 100,000 population in 1990 to 388 per 100,000

population in the year 2000. Based on the projections outlined in the report by the Center for Health Policy Studies, the University of Texas Health Science Center, our universities and colleges will have to expand graduate nursing programs in order to address the critical shortage of nurses.

RECOMMENDATION #2

The Committee recommends that the Legislature direct the Higher Education Coordinating Board to study the shortages of Nurses as well as determine the need for expansion of nursing programs at our colleges and universities.

BACKGROUND

Mr. David M. Austin, Ph.D. Acting Dean and Bert Kruger Smith Centennial Professor, The University of Texas at Austin, School of Social Work provided data concerning the need for more professional schools of Social Work.

In Texas there are four graduate social work professional education programs and twenty-two undergraduate programs. Three of the four graduate schools are in public universities at The University of Texas at Arlington, The University of Houston, and The University of Texas at Austin. The fourth graduate school is the Worden School at Our Lady of the Lake University in San Antonio. Many of these graduates are employed in state public service agencies, in public service programs in local communities, in nonprofit organizations, or on an individual basis under a service contract with a public service organization.

There is a strong interest in professional careers in social work programs across the state and nation. At the University of Texas at Austin, applications for admission to the graduate program are their highest number in the history of the School and have doubled since last year. The need for social professional services in the state of Texas will increase throughout the 1990s. As state hospital and state school programs are cut back, the need for treatment and supportive services in our local communities will increase sharply.

For the last twenty years graduate professional education in social work, leading to a Master's in Social Work degree, has been largely limited to four metropolitan areas - Austin, San Antonio, Dallas-Fort Worth, and Houston. Opportunities for access to advanced professional education are needed in other parts of the state, particularly in

East and South Texas. It is very difficult for individuals from these regions or in far West Texas to take on the costs of giving up their current employment during the two years required for advanced professional education.

One way of successfully making educational resources of the state more widely available is through cooperative programs which use the faculty resources and administrative structure of existing programs in cooperation with another academic institution. For 10 years the School of Social Work at U.T. has had a cooperative program with The University of Texas at El Paso.

Such programs can be an important way of extending the educational resources of the state. These programs, however require additional resources, both for travel costs and for the additional faculty positions which are required to teach an additional group of students. Ultimately, certain programs may justify a separate degree program, but meantime can be used to make additional educational resources available in underserved areas of the state.

RECOMMENDATION #3

The Committee recommends that the Legislature direct the Higher Education Coordinating Board to study the lack of Professional Schools of Social Work and determine specific plans for the development of such cooperative programs and for the resources to support them as part of a long-range plan for higher education in the state of Texas.